

A quarterly publication from Families Together, Inc., the Parent Training and Information and Health Information Center for the State of Kansas



Summer Fun

Six Kansas family destinations maybe you didn't know about.

Summer break is here and that means swimming, sun-kissed skin, staying up late, and family vacations! Perhaps you haven't heard of these six places in Kansas.

1. Did you know Kansas has the [World's Largest Collection of Smallest Versions of Largest Things](#)? Located in Lucas, this quirky landmark is where you will see miniature replicas of famous road attractions like the World's Largest Ketchup Bottle, created by artist Erika Nelson. The museum is open by chance, so be sure to make an appointment.

2. Strataca is a [salt mine museum](#) in Hutchinson. Travel the underground mine tram 650 feet beneath the Earth's surface inside one of the biggest deposits of rock salt in the world. Learn about mining 50 years ago and see what a miner's daily life was like.



3. Hand-dug by farmers and cowboys in 1887, the [Big Well Museum](#) in Greensburg is 110 feet deep and 32 feet wide and was the town's original water supply. Take the spiral staircase to view the exhibits and learn about Greensburg's history.

4. The [1950s All-Electric House](#) seemed futuristic in its debut, featuring electric curtains to foot-operated fridges. There are lots of weird electrical things to find in this house located in the Johnson County Museum in Overland Park.



5. Have you ever wanted to know what it feels like to do motorcycle stunts? Try out a virtual reality game inside the [Evel Knievel Museum](#) located in Topeka Harley Davidson. The exhibit includes memorabilia, video footage, motorcycles, and props used by the iconic stuntman.

6. [Monument Rocks](#), are massive rock formations, reaching up to 70 feet high in Gove county. This nature's own version of Stonehenge was the first National Natural Landmark.

Let the learning continue!

Here's a good article from [Understood](#) that gives parents ways to continue progress toward IEP goals during the summer:

<https://www.understood.org/en/articles/reinforcing-your-childs-iep-goals-over-the-summer>

Grab a squirt gun, sidewalk chalk, and some water balloons for 42 fun ways to learn outdoors!

<https://abcdeelearning.com/outdoor-activities-for-kids/>

Educational Placement and Least Restrictive Environment

Parents are to be part of any group making a decision about the educational placement of their child. Children with disabilities are to be educated with their peers without disabilities to the maximum extent appropriate. Placement decisions must be based on the child's Individualized Education Program (IEP) and must be determined annually. For children with disabilities, the placement should be as close to the child's home as possible and be in the school the child would normally attend. The first placement option for each child is the general education classroom in the school that they would attend if non-disabled with supplementary aids and services. Only when a decision is made that the child cannot be educated satisfactorily in the general education environment, with the use of supplementary aids and services, can a child be placed in a more restrictive environment. A child cannot be placed in a more restrictive environment based on category of disability, availability of special education and related services, availability of space, or administrative convenience. A child may also not be removed only because of needed modifications to the general education curriculum. Each district must provide a continuum of educational placement options such as general education classrooms, special classes, special schools, home instruction, and instruction in hospitals and institutions.



Least restrictive environment (LRE) applies to more than just classroom activities. Schools must ensure that children with disabilities are able to participate in school sponsored nonacademic settings and extracurricular activities. The IEP team is responsible for determining what supports and services are needed for the child to participate in these activities. This requirement also applies to children who are being educated solely with others who have disabilities in public schools, private institutions and other care facilities. LRE requirements may be modified for students who are incarcerated in detention centers, juvenile correctional facilities or adult correctional institutions.

What about preschoolers? The LRE requirements are the same as for school-aged children—to be educated with their peers to the maximum extent appropriate. The key question to consider is where the child would be if the child did not have a disability. Examples might include Head Start, community-based preschools, child care centers, child care homes, play groups and others. The IEP team should consider what supplementary aids and services would allow the child to remain in these programs.

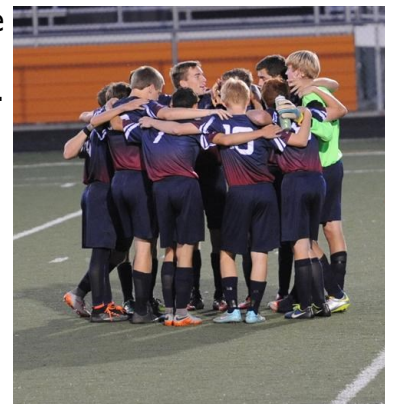
For more resources, visit www.familiestogetherinc.org

Q & A

Q: If a child is not placed in the general education classroom, can the child participate in other school activities or services?

A: Yes. The law is clear that children with disabilities have the right to participate in nonacademic and extracurricular services and activities with children who do not have disabilities to the maximum extent appropriate to their needs (34 C.F.R. 300.117). Also, school districts must provide these activities in a way that gives children with disabilities an equal opportunity to participate (34 C.F.R. 300.107). Such services and activities include:

- lunch
- recess
- athletics
- health services
- employment opportunities
- counseling services
- transportation
- recreational activities
- special interest groups



Colocación Educativa y Ambiente Menos Restrictivo

Parientes deben ser parte de cualquier grupo que toman decisiones sobre la colocación educativa de sus niños/as. Niños/as con discapacidades deben ser educados/as con sus compañeros/as sin discapacidades al extensión máxima apropiada. Decisiones de colocación tienen que ser basados en el Plan Educativo Individual (IEP) y tienen que ser determinados anualmente. Para niños/as con discapacidades, el colocación debe ser más cercana del hogar del niño/a y en la escuela a la que el niño/a asistirá normalmente. La primera opción para cada niño/a es la clase de educación general en la escuela en donde asistiría, si no tuviera una discapacidad con ayudas y servicios suplementarios. Solo, cuando una decisión está tomada que el niño/a no puede ser educado satisfactoriamente en el medio ambiente general educativo, con el uso de ayudas y servicios suplementarios, se puede colocar el niño/a en un entorno más restrictivo. El niño/a no puede ser colocado en un entorno más restrictivo basado en categoría de discapacidad, disponibilidad de educación especial y servicios relacionados, disponibilidad de espacio, o conveniencia administrativa. Un niño/a tampoco puede ser despojado/a solo por necesitar modificaciones al currículo de educación general. Cada distrito debe proveer continuo opciones de colocaciones para la educación como clases de educación general, clases especiales, escuelas especiales, instrucción en el hogar, y instrucciones en hospitales y instituciones.



Entorno Menos Restrictivo (LRE) se aplica a más que actividades en el clase. Escuelas deben asegurar que niños/as con discapacidades pueden participar en el entorno que no es académico patrocinado por la escuela y también actividades extracurriculares. El equipo de IEP es responsable de determinar cuáles apoyos y servicios el niño/a necesita para poder participar en estos actividades. Este requisito también aplica a niños/as que están siendo educados solamente con otros que tienen discapacidades en escuelas públicas, instituciones privadas y otros instalaciones de cuidado. Los requisitos de LRE pueden ser modificados por estudiantes quienes son encarcelados en centros de detención, correccionales juveniles o correccionales para adultos.

¿Y que de los preescolares? Los requisitos de LRE son los mismos que niños/as en edad escolar-ser educados con sus compañeros/as al máxima medida posible. La pregunta clave para considerar es en donde estará el niño/a si no tuviera una discapacidad. Ejemplos pueden incluir Head Start, preescolares comunitarios, centros de cuidado infantil, hogares de cuidado infantil, grupos de juego y más. El equipo de IEP deben considerar cuáles ayudas y servicios suplementarios permitirían que el niño/a quedaría en estos programas.

P & R

P: ¿Si un niño/a no está colocado/a en la clase de educación general, puede el niño/a participare en otros actividades o servicios escolares?

R: Si. La ley es claro que niños/as con discapacidades tienen el derecho de participar en servicios y actividades que son no académicos o extracurriculares con niños/as que no tienen discapacidades al extensión máxima apropiado a sus necesidades (34 C.F.R. 300.117). Además, distritos escolares deben proveer estos actividades de una manera en donde los niños/as con discapacidades tienen igualdad de oportunidad de participar (34 C.F.R. 300.107). Tal servicios y actividades incluyen:

- Almuerzo
- Receso
- Atletismo
- Servicios de salud
- Oportunidades de empleo
- Servicios de consejera
- Transportación
- Actividades recreativos
- Grupos o clubs de interés especiales

Para obtener más recursos, visite www.familiestogetherinc.org

Upcoming Events

Our workshops, trainings and conferences are offered to parents, education advocates, general educators, special educators, para-professionals, administrators, service providers, and other individuals who care for and about children/youth who have disabilities. For more information and to register, visit famiestogetherinc.org/events/.

Save these dates!

Registration information for upcoming events coming soon!

Transition to Adulthood

Family Employment Awareness Training

A two day training designed for families, their young adults who have significant support needs, and the professionals who support them.

The goals of FEAT are to increase expectations for competitive employment of the young adult with a disability and increase knowledge of state and federal resources to support the employment of the young adult.

August 6, 2022 **Statewide-virtual**

August 12, 2022 **Statewide-virtual**

SHIFT

A free interactive training for families and youth with disabilities ages 14-21 who are navigating the transition from school to adulthood. Explore person-centered planning and learn about the transition process, Vocational Rehabilitation services, Independent Living Centers, Medicaid waivers and so much more.

August 27, 2022 **Hays**

Education Advocate

Families Together will offer seven more trainings this coming school year in addition to our Pittsburg location. Interested persons are welcome to contact Darla at Darla@famiestogetherinc.org to be put on our notification list.

Team Empowerment Conference & Education Advocate Training

Learn about your role and rights in the special education process and become a trained Education Advocate. The day will be packed with information about free appropriate public education (FAPE), evaluations, individualized education programs (IEPs), least restrictive environment, procedural safeguards and discipline protections. De-escalation strategies, functional behavioral assessment and behavioral interventions will also be presented.

August 13, 2022 **Pittsburg**

Together We Can Learn Statewide Conference

Well-known speakers, breakout sessions on education and health, networking, and fun!

Sept 17, 2022 **Overland Park**

Contact Us

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Garden City

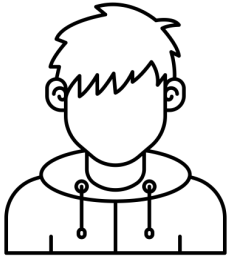
gardencity@famiestogetherinc.org
620-276-6364
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Nosotros hablamos español
1.800.499.9443

FamiliesTogetherInc.org

Education Advocate Update

Summer break is here! We thank you for the time and efforts you have made this year on behalf of Kansas kids. Please make sure you get your appointed student's final grade card and progress report to make sure they are progressing as expected and passing classes. Our 9th—12th grade students need to continue to accumulate credit toward a diploma. Take the summer to rest, relax and rejuvenate for next school year and watch for a virtual back to school training in August.



Interesting Facts: Education Advocate Student Snapshot

58% male
38% ages 14-21
55% white
39% black or multiracial
19.5% attend USD 259 Wichita Public Schools (out of the 321 districts in Kansas)
Top three exceptionality categories: emotional disturbance, learning disability, and developmental delay.

Enjoy your summer!

Staff Spotlight

How long have you been with Families Together?

I've been with Families Together for nearly two years.

What programs do you work on?

I work on the education advocate program and am a Family Education Resource Specialist providing information and support to families as they advocate for their children with disabilities. I also work as a facilitator helping young adults with disabilities make choices and decisions regarding career goals based on individual interests and strengths.

What do you like most about working at Families Together?

Providing support and resources to families for their children so that they can have the most successful school experience possible. It is rewarding to hear excitement in their voices about school instead of frustration after working through the situation and coming up with ideas and plans for the supports needed.

When you're not serving families, what do you like to do?

I like spending time with my four boys and my toddler granddaughter barbecuing and watching sports. I enjoy paper crafts and cross stitching. I also love to garden and read books.

Would you like to tell us about your family?

I have four boys, two have graduated and work within the Topeka community. My third son has had an IEP since Kindergarten and is currently enrolled in 18-21 services. He is exploring various jobs and developing skills that will make him a successful integrated employee. My youngest is a 10th grader in high school and enjoys band, participating in school plays and playing video games with his friends.



Laurie Brown

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